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ABSTRACT

Three major components of programs offered to public school students and teachers by the World Affairs Council of Philadelphia are described. One of the organization's major objectives is to prepare students for responsible roles as citizens and community leaders. The first component features a certified social studies teacher as liaison with the council to coordinate programs such as model United Nations and Senate Foreign Relations Committee, current events seminars, and briefings at agencies in Washington, D.C., and New York. The second component consists of the Education in World Affairs project, comprised of elementary and secondary school students with low scores on nationally standardized tests. The program offers materials, field trips, and resource persons as part of its social studies enrichment curriculum. The third component is the Philadelphia High School for International Affairs, a magnet school co-sponsored by the School District of Philadelphia and the World Affairs Council. The curriculum includes special global studies courses and requires 4 years of a foreign language. Programs for teachers include inservice courses, staff development sessions, workshops, and one-time events bearing on a crucial world issue. (KC)

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COMMUNITY EDUCATION

by

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There have been enough surveys, assessments, reports, testimonials, evaluations and other kinds of research conducted and produced to convince us in community education on all levels that there is no alternative to education in issues of global interdependence. No matter what terms we choose to describe it, nor whether we really like it or not, the rapidly changing nature of our world is a cold reality. It has been said before in many different ways: when OPEC makes a decision in Vienna, the whole world experiences a jolt. When the Chinese engage in nuclear testing thousands of miles from us, we run the risk of experiencing the results of the fallout - and some would say it's more than running the risk . . . There are innumerable examples. And, of course, there is the issue of language. Just last month (April 12) a Philadelphia Inquirer editorial (Philadelphia - the target of W.C. Fields for its provincialism) referred to the "American sickness," America's inability to adapt to changing circumstances. One of these circumstances is a smaller, more interdependent world in which nations that once depended on the United States are now its vigorous competitors. The joke's on Americans if they think they can compete and communicate with other countries - allies, adversaries and those somewhere between - while shutting themselves up in their own language universe.

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Community education in world affairs has been around for a long time. My own organization, the World Affairs Council of Philadelphia, has been engaged in nurturing an interest in, understanding of and appreciation of foreign peoples and cultures and international affairs for more than thirty years. Approaches, structure, membership, main focus of organizations may be different but the basic

objective of all is to foster an understanding of international affairs - however varied the levels of involvement and analysis may be. How have organizations dealt with the evolving global education issue? How are they - or are they - prepared to set professional priorities to shape the future of global education?

My own assessment of the field - of community education efforts - is that there has been significant progress and that the strengths and advantages far outweigh the weaknesses and disadvantages. The growing interdependence of the world community means that foreign - like domestic - policy is "EVERYBODY'S BUSINESS." In a sense diplomacy has become the art of reconciling different national publics or seeking a consensus. These popular attitudes seldom make policy but they constitute limits within which policy decisions must be made if they are to have mass support. THE PUBLIC, IN OTHER WORLDS, DOES NOT NORMALLY LEAD, BUT IT CAN REFUSE TO FOLLOW and there lies its power.

The "community" served by community world affairs organizations, such as we are discussing today, includes what is known as the "attentive public" as well as "opinion leaders." Attitudes held by individuals within this attentive public frequently lack intensity and consistency and they often fluctuate markedly in response to reports of events or the positions of officials. The job of a world affairs organization is to educate the non-activist attentive public and help them to understand better the issues within the issues so they can develop informed reasoned opinions. World affairs organizations educate in many ways: speakers, trips, seminars, reading materials and we focus on a variety of topics in a given program period. We evalute our efforts by participation and response. We look for increased understanding but we do not formally measure it.

If I may, I'd like to turn now to a discussion of some successful case studies among community world affairs and related organizations.

Paper presented at the National Conference on Professional Priorities: Shaping the Future of Global Education (Easton, MD, May, 1982).

WORLD AFFAIRS COUNCIL OF PHILADELPHIA

CASE STUDY

We are known as the Council which brought Jimmy Carter out of the Rose Garden and sponsored Ronald Reagan's first public speech after the death of Anwar Sadat, but our activities though sometimes far less noteworthy by the larger public are much more varied and community-oriented. We are the fourth largest of the more than fifty world affairs associations across the nation with a membership of 3000 individuals. Our programs are designed for sixth graders through senior citizens and almost everybody in between. The component of the Philadelphia Council that I will discuss here is our Student/Teacher Activities Department where a large amount of the Council's resources are placed because of the very early commitment of the leadership in this regard. One of our major objectives is to prepare students for responsible roles as citizens and community leaders.

The basis for the success of our Student/Teacher Program lies in the solid relationships established early on with local school districts and school systems - chief among them the School District of Philadelphia. There are also strong ties with the archdiocesan system and the independent schools of the Delaware Valley. In the suburban areas, relationships have been established on an individual school basis for the most part.

Almost thirty years ago, the Philadelphia School System responded to a Council request for funds by establishing a liaison teacher position with the Council. A certified social studies teacher serves for a period of three to four years in this position to coordinate programs especially for Philadelphia public high school students and to encourage their participation. This position is still filled and although it hasn't been easy, we still maintain it. It has certainly enabled us to offer a wide-ranging extracurricular program for secondary school students, the first component of the World Affairs Council student program that I would like

to discuss.

This is a somewhat traditional program with a few non-traditional aspects. In addition to three staff salaries and part-time salaries, the Council devotes a relatively small amount of funds each year to run the program, but basically it is supposed to pay for itself. It is run through world affairs, IR and debate clubs in over 100 high schools and has a wide range of activities: Model United Nations, Model Senate Foreign Relations Committee Hearings, all-day seminars on topics of current interest, briefing sessions at headquarters or at international sites in Washington or New York - United Nations, Department of State, embassies, World Bank, Foreign Policy Association, United Nations Association, etc. We call on our friends in those two places to help us with briefings. Participation, commitment, enthusiasm for this series of programs varies. Right now, we find it on the upswing as our Model United Nations this year drew five schools from far beyond the Delaware Valley (New York, Lancaster, Harrisburg). The key to the success of such a program is an interested, enthusiastic and capable faculty sponsor who will work with the students. This can be a problem area - especially in the larger public school districts. Appointment of teachers for extracurricular activities is tied into contractual agreement. Where some used to get paid for serving, they no longer do. If the position is seen as a "perk" even without remuneration, the question of seniority comes in. People can serve without doing much and replacing them can be delicate. We try our own reward strategy to keep our faculty sponsors interested and enthusiastic: a nice dinner and luncheon each year; admission to Council lectures at no charge; materials on ad hoc basis; speakers to the classroom whenever possible--although ours is basically a program in which the students come to us.

About two years ago, the World Affairs Council instituted a luncheon series to draw an audience from a large suburban industrial park. The superintendents of the two largest school districts in the area expressed interest in "piggy backing"

on this program and having the luncheon speakers address audiences at the two local high schools. This year, we launched this series with a successful spring and fall meeting and will expand in the future. This is particularly helpful to those students who are being affected by the increasing commuter costs to center city. If they can't come to us, we must go to them. Picking up on this successful model, one of our faculty sponsors agreed to host a regional afternoon meeting, independent of any special luncheon series. Branching out into regional programs may be the wave of the future but they will not totally replace the central events for us because these events foster relationships which otherwise would not have been formed because we provide the opportunity for students from different schools and widely varying backgrounds to meet and work together.

Now I would like to focus on the second basic component of our Student/Teacher Activities Program, the Education in World Affairs Project. This is, in many ways, not a traditional world affairs student program. Its funding comes from Title I of the Elementary and Secondary Education Act (now known as Chapter I of the Education Consolidation and Improvement Act.). Its Audience is composed of carefully selected participants who have achieved low scores on nationally standardized tests - youngsters who are below national averages on their basic reading and communication skills. It is administered in cooperation with a major urban system on a contract basis; the School District of Philadelphia essentially buys a service from the World Affairs Council. This contract arrangement, although it has varied in total number of dollars, has been in effect for about fifteen years, beginning with limited activities for senior high school students and now including a full Social Studies enrichment program on the elementary (fifth to sixth grades), junior high and senior high levels in sixty-eight schools serving approximately 2500 students. It includes materials - both those created especially for the program and commercially published items including audio visuals - individualized field trips, classroom guest visitors and culminating programs where participants

meet and share what they have learned.

This project is planned, implemented and coordinated by two liaison teachers - a certified elementary school teacher and a certified secondary social studies teacher - who are paid for out of the federal budget and who serve at the World Affairs Council for a three to four year period. Classes are assigned to participate in the project and when necessary eligible students are rostered together to one teacher. On the secondary level, the same students are also rostered together for their Title I Reading Program classes. Staff development is provided to the classroom teachers and the reading teachers at after-school meetings and through the availability of the liaison teacher to visit classrooms for demonstration lessons, etc.

Some of the materials on display and some of what I have here have been developed for this Education in World Affairs project:

Global Community
Global Resources
Going Around the Globe
Food, Shelter, Human Rights, Energy

All of the issues undertaken with the students are global/international. Although the concepts may not be unsophisticated, the presentation is because of the skill levels of participants. Companion supplemental skill activities for reading are used and reading specialists work with us. The reading experts of the Newsweek Education Department have conducted workshops for these teachers on how to use a major news weekly in basic skills development.

This project is carefully evaluated by a federal team and interestingly enough our results usually follow national indicators, i.e., the highest success is found on the elementary school level and the lowest on the senior high school level. Of course, the ideal would be for the students to be able to follow through and participate on the three levels but outside constraints make that unrealistic at this time.

The Education in World Affairs Project is the direct result of the close relationship established between the World Affairs Council and the School District of Philadelphia three decades ago. The reputation that the Council established in providing extracurricular programs in world affairs for secondary students throughout the School District led the leadership there to discuss with the Council the establishment of the Title I program after the passage of the Elementary and Secondary Education Act.

The third major component of the Council's student programming is a result of its work in the other two aspects. In June of 1978, we began discussions on the establishment of a high school for international affairs. Two things led to these discussions. The School District had already established two successful magnet schools for purposes of desegregation and was exploring a topic, a draw for a third school. Secondly, this was the time of the work of the President's Commission on Foreign Language and International Studies and one of the recommendations was the establishment of international high schools.

The Philadelphia High School for International Affairs is a public school, cosponsored by the School District of Philadelphia and the World Affairs Council. The Council's role is to provide enrichment materials, field trips, guest lecturers, assembly programs, seminar courses, etc. A full time Program Liaison position has been established to coordinate this enrichment responsibility. The Council has also formed a steering committee of business, academic and community leaders to provide creative thinking and outside direction for the school. The school has been in operation since October 1981 and now has 250 ninth and tenth graders in attendance. It will add a grade each year until it has its full complement of approximately 550-600 students. Four years of a foreign language is a basic requirement and the curriculum also includes special global studies courses; this year the new course, which only these students are taking, is entitled World Geography and World Resources. We are aware of more than ten international high school programs

but this is the only one housed in its own building with the partnership relationship of a community world affairs organization. Again, the World Affairs Council has a contract with the School District to provide these services.

Although the major emphasis of the education program of the World Affairs Council of Philadelphia has been enrichment programs for students, activities for teachers have also been offered. These have ranged from formalized in-service courses to staff development sessions in conjunction with the two aforementioned contract arrangements with the School District of Philadelphia to workshops in conjunction with national meetings of professional associations(such as International Studies Association, African Studies Association) to special one-time events bearing on a crucial world issue. These efforts have varied greatly in intensity, number of participants, length, etc.

CLOSING REMARKS AFTER PRESENTATION OF ALL CASE STUDIES
(I do not have the text of the other three case studies that were presented)

We have tried to give you an overview of what community world affairs organizations do and a description of some exemplary - and quite diverse - programs. These programs reflect the diversity of the overall community education effort in global affairs. We did not present a formal survey but have information on other pre-collegiate world affairs education efforts and to what extent they relate to the overall objectives of the particular organization. We'd by happy to discuss individual regions with you more informally and feel that much will come forth (WE HOPE IT WILL!) in your remarks and reactions when we assemble after a short break. This is a more valuable way for all of us to find out what's happening.

Thank you.

SECOND PART OF SESSION

(with facilitator)

CLARIFY ISSUES

Overall issue - community education in world affairs

sub-issues

audience

funding source

approach

Other issues

RANK ISSUES

RECOMMENDATIONS - What is a realistic agenda of action for the near future:

1. can't change what's happening in schools without community change. The two are closely linked. To achieve any degree of success there must be cooperation between the two.
2. community programs must be identified and supported by school systems. Community organizations must also show support for school programs. Each has to make the effort to find out what's going on in the other.

KEY PEOPLE in public schools (although organized differently from place to place)

(Invite on your board)

Superintendents

School board members

Grants officer - head of Federal Programs office - or whatever it is or will be called.

Curriculum representatives

Social studies, foreign language, science, art, music - all global

Principals

Teachers

(work from top down and bottom up)

3. encourage further collaboration and contact between community world affairs associations and global educators

joint meetings - National Council of World Affairs Associations yearly meeting and representative from schools' community

teachers at programs

teacher membership drive

selective areas of mutual interest regardless of formalized relationships

- support of Model U.N. program
- scholarships for students to attend . . .
- library materials

ETC.